



Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

Montana Title I School Improvement Plan

Plan will be implemented during the _____ school years.

School District Name: _____	
Address: _____ _____	
Building Principal: _____	
Building Name: _____	
Phone: _____	FAX: _____
E-Mail Address: _____	
Superintendent: _____	
Phone: _____	FAX: _____
E-Mail Address: _____	
Address: _____	
Assurance	I certify that funding from the School Improvement grant will be and/or has been spent in compliance with the requirements of NCLB, Section 1116 and requirements of Montana and Federal statutes and regulations. I understand that OPI will withhold a sufficient percentage of school improvement funds for the operation of the statewide system of support, including school support teams and school coaches.
Signature	
Title I Coordinator: _____	
Phone : _____	Fax: _____
E-Mail Address: _____	

School Enrollment:	_____
Grade Levels:	_____
Free/Reduced Lunch %:	_____ _____

School Improvement Plan

A. Planning Team

Section 1116(b)(3) SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period.

1. Planning Team - List the names of people involved in developing this plan.	
Parents:	
Licensed Staff: <i>(include position)</i>	
Classified Staff: <i>(include position)</i>	
Administrators: <i>(include position)</i>	
District Staff:	
Title I Staff:	
Others (Optional): <i>(students, community members, etc.)</i>	

B. School Improvement Planning Summary

1. Describe or list the issues that placed your school in Title I-A School Improvement Status

C. Communication

In developing or revising the plan, the school must consult with parents, school staff, the district, and outside experts. Ideally, these outside experts will serve as technical assistants and partners throughout the plan's implementation. (NCLB Sec.1116)

1. Briefly describe the processes that were used to inform the entire staff, parents, community and district of the school improvement planning team actions.

2. Briefly describe opportunities for feedback from these groups.

D. Technical Assistance

Use the following table to document the technical assistance you received during the planning process.

1. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.		
Date	Provider	Type of Assistance

Data Review

Use this section to summarize the key findings of the data review.

- A. **Complete this section using the information from your previous year's School Improvement Plan.** [You must complete this section each year the school is in School Improvement status and in the SY the school exits School Improvement status.]

1. State each goal listed in the previous year's district approved School Improvement Plan and the strategies implemented to address the achievement of each goal.

2. State the progress made toward the achievement of each goal. How are you evaluating the impact of the professional development you have provided?

3. Provide an accounting of how the School Improvement grant funding was spent against the strategies implemented to achieve each goal. Include a breakdown of Professional Development; programs; supplies and materials; and, staffing expenditures.

4. Briefly state any further revisions or additions made to your School Improvement Plan as a result of progress made to date during the previous school year.

B. Strengths and Areas in Need of Improvement

Summarize the findings of the data review by describing the strengths and weaknesses of your current program[s].

Strengths of the Current Program:

-

Weaknesses of the Current Program:

-

Staff Development History:

Other Factors:

C. Prioritization of Needs

Briefly describe the process used to identify your highest priority areas needing improvement.

D. Conclusion

Choosing Solutions

After determining the strengths and weaknesses of the current school programs, school improvement planning is strengthened by an inquiry process to determine what may be critical influencing factors and viable, research-based solutions to areas of weakness. In this section, summarize the school's inquiry process and findings.

Briefly describe the process the staff and planning team used to identify possible reasons [root cause analysis] for the identified needs and possible solutions and strategies to address these reasons. Include how the team received input from the whole staff and the parents during this process, incorporating recommendations from the Scholastic Review Report.

Corrective Action

A district with a school in corrective action must take one or more corrective actions (consistent with State law) that substantially and directly responds to the consistent academic failure of a school and any underlying staffing, curriculum, or other problems in the school AND is designed to substantially increase the likelihood that all students and each subgroup of students will meet or exceed the State's proficient levels of achievement on the statewide assessment. (Section 1116 of NCLB)

Identify and briefly describe below the corrective actions the district has taken (or will take) with this school:

- ☐ Replace school staff who were relevant to the failure to make AYP
- ☐ Institute and fully implement a new curriculum based on scientifically based research
- ☐ Significantly decrease management authority at the school level
- ☐ Appoint an outside expert to advise the school
- ☐ Extend the school day or school year
- ☐ Restructure the internal organizational structure of the school

Restructuring

A district with a school in restructuring must take no more than one year to prepare a plan and make necessary arrangements for alternative governance and implement one of the actions listed below, consistent with State law. (Section 1116 of NCLB)

Identify and briefly describe below the alternative governance arrangements the district has taken (or will take) with this school:

__ Replace all or most of the school staff (including the principal) who were relevant to the failure to make AYP*

__ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.*

__ Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school that has the promise of enabling the school to make AYP.*

***Prompt Notice: The district must provide prompt notice to teachers and parents with an adequate opportunity to comment before taking any of these actions and to participate in any plan with regard to these actions.**

School Improvement Program Strategies

A. Instructional Program

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. The instructional program strategies should be based on incorporating information obtained from recommendations from the Scholastic Review Report, review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers. This may also mean adapting a program or a feature of a program to fit the local situation. Many Title I-A funded schools are Schoolwide programs so the Schoolwide plan requirements are provided below also.

A School Improvement Plan must: NCLB 1116(b)(3)(A)

- *Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;*
- *Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment*

A Schoolwide plan must: NCLB 1114(b)(1)(B)

- *Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement,*
- *Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of learning time that provides an enriched and accelerated curriculum,*
- *Include strategies that meet the needs of historically underserved populations,*
- *Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards who are members of the target population*
- *Provide instruction by highly qualified professional staff;*
- *Provide timely, effective assistance to students who experience difficulty in meeting the state's standards, including taking specific steps to involve parents in helping their children meet the standards.*

1. Describe the key strategies based on scientifically based research that will strengthen the Mathematics and Reading/Language Arts instructional programs of the school. Address the specific academic issues that caused the school to be identified for school improvement. Describe how the mathematics and reading instructional programs will be organized and delivered.
2. Describe the policies and practices concerning the school's instructional programs for core academic subjects that meet the needs of your school's <u>specific</u> subgroups. If there are specific strategies or practices for a particular subgroup of students describe these separately.
3. Describe strategies, policies and/or practices that address the attendance, graduation or participation rate issue if this was a cause for the school to be placed in School Improvement status or if you have chosen to address these issues as a preventive measure.
4. Describe, as appropriate, activities that the school has implemented that take place before school, after school, during the summer or during any extension of the school year that will strengthen students' ability to meet the state's standards.

B. High Quality Staff and Professional Development

A School in Title I-A School Improvement must spend no less than 10% of the school's Title I-A building allocation for the purpose of providing to the school's teachers, principal and other staff high quality professional development that

- Directly addresses the academic achievement or other (attendance, graduation, participation rate) problem that caused the school to be identified for Title IA School Improvement
- Meets the requirements for professional development activities under NCLB, Section 1119; To support intensive and sustained professional development); and
- Is provided in a manner that affords more staff an increased opportunity for participating in that professional development

1. Describe how the professional development funds will be used to address the issues that place the school in school improvement status and will strengthen the academic instructional program for all or specific subgroups of students.
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2. Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.
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3. Describe the teacher mentoring program you currently have in place or the one that will be established to support new or struggling teachers.
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C. Parent and Family Involvement

The school improvement program must: (NCLB Sec.1118(d))

- Create effective involvement of parents
- Have a School Parent Involvement Policy
- Conduct conferences with the parents of students who have not met academic standards, and
- Incorporate use of the parent-school compact

The major parent involvement activities should relate to the student academic goals as much as possible, and should include activities that are valued by parents. In "Best Practice" parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.

1. Describe the key strategies planned to increase meaningful parental involvement that are designed to enhance home-school partnerships and improve student learning. These strategies should be also found in the Action Plan.
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<p>2. Describe how the school will provide written notice about the identification for Title IA School Improvement to parents of each student enrolled in the school in a format and language the parents can understand.</p>
<p>3. For schools in Year 1 of School Improvement describe the plan for identification of Supplemental Educational Service (SES) providers and how parents will be notified of this service if AYP is not met the following year. For schools in Year 2, Corrective Action, or Restructuring, describe the implementation of SES for your students (also applies to Year 1 schools if no public school choice is available).</p>

D. Coordination and Technical Support

<p>1. Describe the specific responsibilities of the school, and the district including technical assistance that will be provided by the district as the plan is implemented. Describe technical assistance requested from the state agency.</p>

E. Ongoing Program Development

<p>1. Describe the process to be used by the school and district to annually review and update the school improvement plan to ensure that progress is being made toward the goals of the plan.</p>
<p>2. Describe the technical assistance that the district is and will continue to provide until the school is removed from school improvement status.</p>

Directions for Developing the Action Plan

School Improvement Action Plan

The School Improvement Action Plan is based on the results of the data review, the recommendations from the Scholastic Review Report and the solutions selected. The Action Plan will serve as an effective tool for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

The Action plan template provided below can be modified to meet your school's specific needs. Strategies to address attendance, safety, participation rates can be incorporated into the template provided. Measurable goals will need to be stated for these attendance, graduation or participation strategies if these are an issue that placed the school into School Improvement Status.

Establish SMART [specific – measurable – achievable – realistic – time related] goals for continuous and substantial progress by each group of students enrolled in your school. Review AYP Growth Targets for each group. Add additional lines under Specific Groups Measurable Goals as needed.

Each year the plan will be updated and submitted to the district for peer review and then submitted to OPI.



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Montana Title I Statewide System of Support School Improvement Action Plan

Purpose: To create a "script" for your improvement effort and support implementation.

Major Goal/Outcome based on the Scholastic Review Team (SRT) findings and recommendations and the effectiveness report
(list indicator from the SRT):

Goal:

Timeline to reach goal:

Action Steps toward goal <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>Funding/Time/People/Materials</i>	Milestones/Assessment/Evidence <i>By When? (Day/Month)</i>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Implications for Professional Development (If any)

Implications for Family Involvement (If any)

Milestones Reached? (Supporting Evidence)

Modifications to the plan:

Fiscal Requirements

School improvement Programs are required to describe:

- How Title I-A School Improvement funds, Title I-A building funds and funds from other sources will be used to implement the School Improvement Plan;
- How Title I-A funding will supplement state and local funding.

Funding Sources

List all federal and state sources of funds allocated to this school. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Funding Source	Amount
General Education :	(see attached budget)
Title I-A School Improvement	
Title I-A Building Allocation	
Title II-A	
Title II-D	
Title III	
Title IV	
Title V	
Title VI	

A. Uses of Funds

Budget Narrative

1. Provide a brief budget narrative explaining how funds listed in the table above will be combined and used to support the school improvement plan.

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SCHOOL IMPROVEMENT BUDGET SUMMARY

FOR THE 200__ - 200__ School Improvement Plan

Use current allocations

Budget Areas	Title I-A School Improvement Funds	Title I-A Building Funds (200__ - 0__)	Other Federal Programs (Title II-A, II-D, III, IV, V, VI,)	Local Funds (Building Allocation, District) (200__ - 0__)	Expanded Budget Detail (200__-0__) [2 year span]
Licensed Salaries					
Classified Salaries					
Employee Benefits					
Purchased or Contracted Services					
Supplies / Materials					
Equipment / Capital Outlay					
Budget Areas	Title I-A School Improvement Funds	Title I-A Building Funds (200__ - 0__)	Other Federal Programs. (Title II-A, II-D, III, IV, V, VI)	Local Funds (Building Allocation, District) (200__ - 0__)	Expanded Budget Detail (200__ - 0__) [2 year span]
Professional Development					
Parent Involvement					
Travel					
Food Services					
Other (Identify)					
TOTALS					